**Interactive Peer-to-Peer Oral Techniques (IPOTS) - EESL 689/690**

Elizabeth Mayfield **Reading Discussion Cubes**

You can use this technique in any subject where reading a text/story is involved. First the text is read by students. Then, I place students in groups of 4-5, and pass out one cube for each group. Each cube contains questions such as “How can you relate to the character in the story?” or “What is the main idea?” Each student takes a turn rolling the cube, and must answer the question that is face up.

The technique can also be modified by using dice. Each number can represent one question, and when the student lands on that number, a certain question must be answered. Students really enjoy answering questions and discussing as a group what they have just read.

Heather Godwin **Fan and Pick**© KLK Consulting, Inc.

1. Student 1 holds question cards in a fan and says, “Pick a card, any card.”
2. Student 2 picks a card, reads the question out loud, and places it face up in the center of the team.
3. Student 3 answers the question.
4. Student 4 responds to the answer.
   * For right or wrong answers, Student 4 checks the answer and then either praises or coaches.
   * For higher level thinking questions which have no right or wrong answer, Student Four does not check for correctness, but praises and paraphrases the thinking that went into the answer.
5. Students rotate roles one clockwise for each new round.
   * Afterwards, ask the students if there’s a question they disagreed on or had trouble with, or go over all the questions.
   * Once the students have been introduced to this activity, the following can be written on the board or overhead each time as a reminder.
6. Fan
7. Pick and Read
8. Answer
9. Praise

Kelly Seitz **Scrambled Life**  
The teacher writes sentence strips with facts about his/her life.  The teacher prepares one sentence per student.  When the student gets the 'answer', he/she must formulate the question that would elicit the appropriate response, using the correct tense, intonation, etc.  It's a great activity for introducing yourself to the class.   
Ex.  I was born in Arkansas. (on the strip)       
      Student's question: Where were you born?

Julie Emory-Johnson **Parallel Lines (1st-3rd grades)**

\*could be modified for any age, any learner and many concepts\*

I put the students in two lines facing one another. One side has an index card with simple sentences written on them that have implied (based on speaker) or explicit pronouns. The student with the card reads it aloud and the student hearing the sentence rephrases the sentence supplying to correct pronoun. The line then shifts giving each student multiple opportunities to practice.

Hint: Put sample responses on the back of card.

Example:

I like flowers. (card)

She like flowers. (listener)

or

Jack and Jill fell down the hill. (card)

They fell down the hill. (listener)

Rolonda Williams **Scavenger Hunt: “Bingo to Know You”**

I used this activity as a “getting to know you” exercise with the class. This is something that I do at the start of the year to get students interacting with each other and learning more about their classmates. Each student is given a bingo chart and asked to complete each square. After everyone has completed their chart, students must circulate around the class to find other classmates who have answers that are the same as those written on their chart. Once students have found a match, their classmate must sign their name in the box that matches the written answer. Each student’s name can only appear 1 time per bingo card. The player who correctly fills their card receives a surprise. Students really enjoy this activity as it develops their oral and written language. It can easily be adapted for any grade level, lesson or academic content and taught throughout the year.

Jennifer Motes **Mystery Number**  
I use this technique to reinforce my first grade students' number sense.  First I write various numbers on index cards.  I then tape a card on each child's back.  Students pair up and look at each other's card.  Then, they take turns finding out what their mystery number is by asking questions like, is it greater than 20?, is it odd or even?, until they gather enough information to guess the correct number.

Donna Gilbert  **Figure It Out**

Students receive a sentence strip and three figures or shapes (triangles, circles, squares, rectangles, etc…), two of which are the same. The objective of this exercise is to *figure out* which shape holds the (1) subject (2) verb and the (3) intervening phrase. In understanding the concepts of *agreement* and *intervene*, students should determine that the subject and verb are affixed to the two similar shapes and the intervener is affixed to the odd shape. For example, if the sentence strip reads, “The lady with the two glasses (is, are) standing in the corner,” the subject *lady* is written on one circle and the verb *is* on another. This shows that the students understand the concept of agreement, since they used the same shape to identify the two principal parts of the sentence. The intervening phrase *with the two glasses* is written on the rectangular shape, since it is confuses the selection of the verb.

While students may be able to explain what *agreement* and *intervene* means, this technique further enhances their understanding of the concepts. Moreover, students really enjoy cutting out the geometric shapes and preparing the sentence strips to be used in this exercise!

Carmon Herron **Let’s Make a Web**

This technique could be used to practice antonyms, synonyms, nouns and much more.

Have your students form a circle by sitting. The teacher will start the web by saying a word and will then throw the yarn to a student. The student must catch the yarn, wrap it around their finger, and answer with the correct word told by the teacher. When the student answers with the correct word, they will then say another word and throw the yarn to the next student. The activity continues until the last student has caught the yarn and answered with the correct word. By the end of the game, the students will all stand up to see how the yarn has made a spider web. Pretty cool!!!

Debbie Duffy **Find the Fib**

Students can do this activity in small groups or with a partner. I am going to write two true statements and one false statement about a topic. The students will decide which statement is the fib, and then tell which word or part of the sentence made it incorrect. They can also be asked to tell which part of the sentence or which word made the other two correct/true.  
This activity can be used to assess content understanding. Students will listen to statements, discuss with group members/partner, and orally answer which statement is true/false and why. Students can incorporate writing by writing true/false statements themselves and sharing with their partner.

Sandi Prater **Get to know you with Pronouns!**

I have used this game as an ice breaker, and as a lesson. Students sit in a circle.

1st student:  My name is Sandi and I like \_\_\_\_\_\_

2nd:  Her name is Sandi and she likes \_\_\_\_.  My name is \_\_\_\_\_ and I like \_\_\_\_\_\_

3rd: Her name is Sandi and she likes\_\_\_.  His name is \_\_\_ and he likes \_\_\_\_.  My name is \_\_\_\_ and I like\_\_\_\_\_

Simplified version: Instead of building on each name, just do one student before a student introduces himself.

 My name is \_\_\_ and I like \_\_\_\_.

His name is \_\_\_\_ and he likes.  My name is \_\_\_\_ and I like.

Her name is\_\_\_\_ and she likes\_\_\_\_ My name is \_\_\_ and I like\_\_\_\_

I have used this with adults and children of all ages, and have had success with the activity.  You can vary the activity with newcomers only saying their name and what they like.You can also add a category such as  ABC vegetables or animals, etc. for the I like\_\_\_\_ part.

Jennifer Gonzalez **“Bag of Tricks”**

Language Objective: TSW engage in meaningful conversation in target language (English) with classmates. TSW correctly use pronouns including but not limited to: he, she, it, this, that and those.

Target Audience: A language acquisition class that includes students ranging in age from 14-18 (grades 9-12). The language level is from non-English speaking to lower level English speakers.

Materials: One bag filled with various household items.

Activity: The teacher will have each student reach into a bag and pull out one object. The student will be given time to study the object. After each student has chosen an object from the bag he/she will be required to identify what the object is and what it is used for. After each student has identified the object, the other students will take turns identifying the objects other students are holding.

Example: Susie pulls a spatula from the bag. She identifies her object and tells what she would use it for. She can do this by saying: “**This** is a spatula. I would use **it** to cook.” Johnny pulls a rubber duck from the bag. He identifies his object and tells what it is used for in the same manner as Susie did. Then Susie would say (while pointing to Johnny): “**He** has a rubber duck” or “**That** is a rubber duck”

The lesson would continue in this manner until all students had taken a turn at identifying their object and at least one other object. This usually leads to conversation when students do not know what a common household item is used for. The students jump in to help one another identify the object and what it is for.

Michelle Cain Harris **Find the Fib**

Find the Fib allows sixth grade students to review WWII with support in decision makers by their peers. Each student receives a set of three cards that say: 1 is the fib, 2 is the fib, or 3 is the fib. Students listen as the teacher reads all 3 statements and decide independently which statement is untrue. As a group of three or four students they then discuss and come to a consensus about which statement is untrue by explaining why they think it is incorrect. As a group they need to decide how the statement could be changed into a true statement. When the teacher says, “Find the Fib” all students hold up the card for their answer. One team member stands to tell how the statement could be changed. I like for a new spokesperson to stand each time until all have stood prepared to answer before they take a second turn.

Example:

1. Stalin was the leader of the Soviet Union in WWII.
2. Churchill was the leader of Germany in WWII.
3. Roosevelt was the leader of the USA in WWII.

Statement 2 can be changed in two ways: Churchill was the leader of *Britain* in WWII. Or *Hitler* was the leader of Germany in WWII.

Extension: Have students write a set of three statements to use for this activity.

Lindsey Ferguson **Move your feet…then let’s meet (kindergarten)**

This is a great oral interactive technique to get the kids moving as well as talking about academics. I typically use this activity as a review of material we have been studying. One way I used this activity is when we were learning about the sea. After learning about many different sea creatures I pulled out the “move your feet…then let’s meet” activity. While I play some sea music the children dance and move around the classroom. When the music stops, the children freeze and meet with a friend close to them and watch as I show a photograph of one of the sea creatures we studied. The pair has one minute to talk about the creature together and recall as much information as they can. When the minute is up, the music is played again and the process is repeated. (I have also asked questions instead of showing a picture.)

Erin Whidden **Using Assistive Technology**  
Examples of Assistive Technology: Go Talk, Big Mac, Cheap Talk, Alphasmart, Touch screen monitors (computer), Boardmaker symbols, communication boards/notebooks   
Why is AT needed?:  AT allows students to better access the curriculum, communication, and classroom/life activities.  
Activities:  
1.  During circle time, use a Big Mac and/or Cheap Talk with picture symbols to allow students to respond.  (i.e. goodmorning, day of the week, counting, weather, etc.)  
2.  During a read aloud, use a Go Talk or a Cheap Talk to allow students to participate in reading the book.  Use picture symbols to represent key elements in the book (repetitive phrases are great!), and record that word/phrase into the device.  Students can touch the picture, allowing them to "read" and participate along with their verbal classmates.

Rebekah Parr ***Q&A***

Description: *Q&A* is short name that I came up with for variation of a common interactive technique. Students can be put in groups of three or four and given a white board and dry erase marker or paper and regular marker. The teacher will post and ask a question that relates to content he/she is assessing. Choices (key vocabulary) can also be posted. The groups will then come up with an answer and write it on their white board or paper. The teacher can roll a dice or “pick a number out of a hat” to choose the group that will respond. If the group gets the answer correct, they are responsible for using the model question and key vocabulary to write and ask the next question to the group. The other groups can be planning a question in the meanwhile so that *Q&A* moves along more quickly. Points can be awarded for correct answers depending on the group and if you feel that it is necessary.

Dee Pinkleton **HULA HOOP**

This is an introductory/get-to-know-you activity.

Everyone stands in a circle holding hands. Have two people break hands and put their hands through a hula hoop and rejoin hands again. The hoop must be passed the whole way around the circle without breaking hands. Sometimes it goev over and sometimes under…it doesn’t matter. “Teacher” times the rotation without telling anyone. Everyone discusses and lists what helped and what made it difficult. Repeat and try to beat the first “time”.

Kathy Blackmon **BUMP!**

This game can be played with many subjects. When I found this game it was designed for spelling words. It would be great to do using vocabulary words or Science facts.

My game is designed for multiplication. This game is designed to help the students learn to multiply by seven.

Instructions:

The students will be put into small groups. Each group member will pull a card out of the bag with a multiplication problem. They are to read the card aloud and give their answer. Answers are written inside the card so that the student can check themselves. If they answer correctly they keep their card if they give the wrong answer they have to put it back into the basket. But…there is a BUMP card. If a player draws this card they have to put all of their cards back into the bag and they lose a turn. At the end of the 2-3 minute game the player with the most cards wins.

Anne Pace **Similes**

Matching:

Explain to the class what similes are. Make them aware of the grammar pattern “like” or “as” by using sentence strips with the words “like” and “as” separated.

Divide the class up into groups of 4.

Hand out a sheet with an adjective written on it and have them come up with at least 4 nouns that relate to that adjective.

Ex. Adjective: *hard* nouns: rock, English exam, brick wall, week old bread.

Then have them come up and compose sentences using “like” or “as”

*The week old bread was hard as a brick wall.*

Matching sheet:

Pass out a paper that has sayings written on it and see if they can match the similes. There is a mystery sentence that is missing its simile match. Have them compose a simile for that mystery sentence.

Marc Navez **What’s My Bag? (a variation on 20 questions)**

For this activity, the teacher has a bag containing an object (or representation of object/concept). The students are divided into teams of 2 to 4 members. Each group member takes turns being a note taker or spokesperson. The object is to guess what is in the bag by asking a variety of questions other than “What is it?” Each group takes a turn asking a question after a brief discussion as to what to ask. The note taker writes down information to build a clue list and avoid repeating the same question. The game ends when a group correctly identifies the item or the maximum number of questions is reached.

This can be used as a preview activity to build background knowledge, in which case students probably won’t identify the item/concept, or as a review, in which case they should deduce the correct answer fairly rapidly. If they don’t, then it just became an assessment tool and it’s time to reteach.

Minnie Boone **Oral Interaction Presentation**

*This activity addresses the key term “Classification”.*

*This lesson provides students with hands-on activities, involving movement, higher-order thinking, and collaboration to grasp the term(s) being taught. The four modes of language learning (writing, reading, speaking, and listening) are incorporated.*

Students are placed in small groups of four. Each student is given a task, as well as given the responsibility to work together as a team player.

**(Writing)** – Key word with definition, should be written on the board.

-*Student #1* is assigned to write the definition from the board on an index card.

Ex. *(definition)*

Classification: The arrangement of objects, ideas, or information into groups.

Each group is given pictures, stickers, or animated objects to discuss the type of classification that to be used to best categorize their items, as well as the materials to design a chart. (crayons, glue, scissors, construction paper, etc.)

After discussing a design for the chart, (considering every ones ideas).

-*Students #2,* draws the design of the chart.

Next each person in the group takes part in drawing, coloring, cutting, etc. to make the poster attractive and easy to follow.

(**Reading**) – *Student #3* reads the definition to the class and states their own definition of the key vocabulary word being learned.

**(Speaking) -**Student #4 explains the chart’s design and why their group chose the type of classification they used to group the items provided by the teacher.

**(Listening) –** 1. Students listen to definition being read.

2. Students listen to presentation.

3.Students listen to group members ideas and suggestion when

designing the chart.

Phyllis Perry **“Password”**

This technique is to encourage students to talk about vocabulary in a way that makes them feel as though they are simply communicating in a game.

The class is divided into two teams. Place two chairs at the front of the room facing the class. The chairs should be directly in front of the board. Explain to the teams that you will be writing a word on the board, and one team member from each group will be sitting in the chairs at the front of the room with their backs to the board. The teammates will be able to read what is written there, but the two volunteers will not. The goal will be for each team in turn tries to explain to their partner what is written on the board through clues without actually saying any of the words or parts of the words. Each team will have a given amount of time (example, 30 seconds) to talk to their teammate. After the time has passed and if the teammate cannot guess what is on the board, giving clues goes on until one of the team members guesses the word correctly. That team gets a point, and the chairs holders change places with other team members and a new word is written.

Maryann Pledger **Carousel Brainstorming**

Have 5 different sheets of construction paper with a different topic on each sheet of paper. Place students in groups and have them brainstorm what you know about each topic. They are given three minutes on the first sheet of paper, then they rotate to the next paper and are given two minutes. Next, they are given one minute at each of the remaining sheets of paper. They may not write something already written. At the end, allow one person from each group to share what is written on the paper. Lastly, allow the class to decide if everything that is written is correct or whether it needs revision.

Brandi McGuire **Hot Onion Competition**

While using the traditional “Hot Onion” Review, I found that the majority of my large middle school class did not get a chance to participate in the review and were getting off task, so I thought of a way to make it more interesting to the students and to allow everyone to participate. I began by dividing the key terms or concepts for review into two or three parts, depending on the size of the class and number of terms to review. I then call for an even number of students to get in a small group and stand in a circle, to be joined by a student moderator. There are two or three circles spaced out across the room. The moderator is given a list of words or concepts along with their definitions for that group. Students are assigned teams, and teammates are spaced apart with a member of the opposing team. The “hot onion” with the key terms is thrown into the group and the review begins. If the student correctly and thoroughly explains the term or concept, his or her team is given a point, if the moderator decides it is an incorrect response, the opposing team gets an opportunity to answer for the point. The “hot onion” cannot be thrown to a person on the same team so the game moves on. At the end of the round the team with the most points wins and is awarded the winning amount of bonus points on the weekly assessment (usually no more than 10 points). If there is time, students move to another area of the room to a “new” circle for a new list of words and the round starts over.

Kelly Vaziri **Word Family Fun Game**

**Cards:**  40 playing cards (5 Wild cars, 7 -ad words, 7 -un words, 7 -ill words, 7 -ock words, 7 -et words)

**Objective:**  To match words that belong to the same word families and to play all of one's cards.

**How to Play:**

1.  The first player shuffles and deals seven cards facedown to each player.  The remaining cards are placed facedown in a pile.  The dealer draws the top card and lays it faceup to begin the discard pile.  The dealer reads the word aloud.

2.  The first player discards a card onto the discard pile.  The card must match the word family that is displayed on the top of the discard pile.  If the player has no card that matches, he or she draws a card from the pile and reads the words.  Then if the player can play the card, he or she lays it down on the discard pile.  If the player cannot play the card, the turn moves on to the next player.

3.   A player who has a "Wild" card can play it at any time.  The player uses the card to change the discard pile to any word family.  The player lays the card on the discard pile and names the word family that he wishes.  For example, if the current round is -as words, then a player can put down a "Wild" card and say, "I change to -et words."  Players may play "Wild" cards one after the other.

4.  When all cards are drawn from the pile, reshuffle and continue playing.

5.  The first person to play all his or her cards wins the game.

Stephanie Reynolds **Guess Who**?

This activity is a spin off of 20 questions. Pairs of students sit back to back. One student (Student A) holds a notebook or piece of paper, and a pencil. Student B thinks of a specific plant or animal, but does not say its name out loud. He or she, however, can offer 1 clue about the animal. Student A tries to guess the name of the animal by asking yes/no questions. While guessing, the student is drawing a working picture of the plant or animal, making sure to include its matching characteristics in the sketch. Student A has 5 (or as many as you allow) guesses. After 5 guesses, student A must finish their sketch, write the name of the plant or animal on the paper, and reveal their picture to student B. If its not right, students can choose to continue to guess or ask for the correct answer. Students then switch roles and play again.

Guess who should first be played with the teacher during a whole group lesson to demonstrate. Students will have learned the special characteristics of plants and animals also before participating in the activity. This oral technique can be done with several concepts, and any grade and level EL. Teachers would simply need to adjust the amount of guesses, limit choices of plants or animals, and brainstorm good questions to ask.

Deanna Buhl **Do as I say**

The students are provided with a narrative of previous learned vocabulary.

The narrative could be written by the teacher or found in a book, magazine, or other source.

The narrative must describe action.

The students are grouped three or four to each group.

One students reads while rest act out the narrative.

Foe example:

The student reads, I take out my book and a piece of paper and start writing. No wait!

I forgot my power point. I put up my book and paper. Now I turn on the computer and start working on my power point.

The students take turns reading while the others act out their parts.

The narratives work well if they are not to long. This allows all the students a turn to speak and listen.

**Brainstorm:**

Divide the class into equal groups. Give the students a topic to brainstorm. For example, I use this with my students in language arts. I would review nouns first and then give them several minutes to make a list of as many nouns as they can think of. On the board write the groups’ name and have them give you their noun one at a time. If a noun is called out that students have on their list then they have to cross it out. The group with the most nouns wins at the end. This lesson could be adapted for anything that you are studying. It is a fun way for students to interact with each other.

Karen Hill **Teaching Yoga to teenagers**

I plan to do a modified (for time reasons) of an exercise  
for teaching middle school students imperatives as a grammar lesson.  
Students would stand with a partner, one partner would have a script and  
have to tell their partner exactly what to do with their bodies etc. As if  
they were a Yoga instructor.  
This could also be used for listening, practicing clear pronunciation,having  
fun and drawing out a shy student, gaining confidence, being clear with  
directions, and would be good for students who are not good listeners (this  
might help that skill). Also, reading is involved, because one student has  
to read the script exactly as written. You could also have students later  
write a script for their own hobbies,or another sport, or as a pantomime  
activity that they would have the partner perform and the class guess.  
<http://www.onestopenglish.com/section.asp?catid=58145>  
<<http://www.onestopenglish.com/section.asp?catid=58145&docid=154561>>  
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teaching yoga to teenagers

Kathryn Brekle **3 Truths and 1 Lie**  
This is a get to know each other game that’s great for the beginning of the school year or summer camp.

* The teacher models the game by writing on the board 3 things that are true about herself and one thing that is not true.  The students take turns guessing which is the lie.
* Next the students write down their own 3 truths and lie in any order.  Stress to the students to make their lies believable, but choose truths about themselves that are hard to believe.  These can be about how many siblings they have, a favorite hobby, a favorite subject in school, etc.
* Students take turns telling the class or their group their 3 truths and lie, and the other students guess which one is the lie.
* At the end of the game, students can take turns telling a new fact they learned about one of their classmates.

Andrea Neal **Carousel**

I am planning on doing a carousel activity over the two elements to review the two SIOP parts and their elements that we discussed today.  I am going to have everyone work in partners to answer one of the questions.  Then, I am going to let everyone rotate.  Finally, I am going to allow the groups to look at their original posters and then take a minute to look up their sections in the book in case there is something that they do not agree with.

Valerie Miller IPOT – Prepositions

This activity helps ELLs practice using the appropriate prepositions to indicate several spatial relationships: around, by, in, off, on, and under. The language domains practiced are reading, speaking, and listening, although writing could easily be incorporated.

Materials: plate knife placemat

bowl fork large cloth napkin

glass spoon strips of cardstock

cup

Write the following or similar sentences, and add others, on cardstock sentence strips:

Front: Back:

* Put the bowl ON the placemat. / Where is the bowl?
* Put the plate UNDER the bowl. / Where is the plate?
* Put the cup BY the plate. / Where is the cup?
* Etc.

And, for fun:

* Put the placemat ON your head. / Where is the placemat?
* Put the spoon UNDER the table. / Where is the spoon?
* Etc.

With students in a line and the place setting in a pile, give student 1 the first strip to follow the directions. (Notice that the directions must be in a predetermined order if you are striving to “set” a place setting correctly.) The student reads the sentence aloud then follows the instruction. Turning the sentence strip over, student 1 asks the question of student 2. Students should be instructed in advance about what form their responses should take:

* complete sentences: “The bowl is ON the placemat,”
* abbreviated responses: “ON the placemat,” or
* one word responses for beginners: “ON”

Student 1 returns the sentence strip to a predetermined place. Student 2 takes, reads, and responds to the next instruction, and turn-taking continues until all students have taken several turns.

Mackie All

**IPOT: Dinner Party**

The IPOT Dinner Party can be used in a lot of different ways. I had just finished teaching a lesson on post-War of 1812 America when I first tried this idea. As a culminating activity, the students and I brainstormed a list of important figures from this time period. We were both specific and general: Eli Whitney, John Deere, a factory worker, an Irish immigrant (and victim of the potato famine), and so on. I had my fifth-grade students choose three people to invite to their “Dinner Party” from the list on the board. They had to write one paragraph for each person, with three supporting details for each person. The supporting details could include why that person was chosen, what questions the student would ask that person, and why that person would pair well with the others at the table.

There is a lot of potential to expand this unit-end idea as well. Students could listen to the music that people of that time period would have enjoyed, sample food that people of that time period would have eaten, and draw pictures of what the people at the dinner party might have worn. I love this idea because there are so many ways to both accommodate this idea or extend it based on the needs of the students.

Tamika Lamb

**Middle School Math - Wandering Interview**

This activity was used to help students learn the terminology and vocabulary of fractions. In order to successfully complete this activity, students must be able to recall what they have learned about the terms numerator, denominator, and least common denominator. Students must also know the steps to adding and subtracting fractions with unlike denominators and they must also know how to find the least common denominator. In addition to being familiar with the above terms, students must also know how to form yes/no questions and use correct pronunciation.

What to do:

1. First, students are given sentence strips with math terminology, definitions, and steps that deal with least common denominators and adding and subtracting fractions with unlike denominators.

2. Next, students read the information on their sentence strips.

3. After reading the information on the sentence strips, students *wander* around the room *interviewing* their classmates to find the person who has the sentence strip that matches the information they have.

4. As students find the person with the information that matches what they have, they are allowed to sit down.

Gerald Stephens

**IDIOM MATCH**

Students can be placed in either pairs or triads.  Each group is given two sets of card-stock strips, each set a different color from the other; each set has fifteen card strips. I've chosen blue and green as colors. On each card of the blue set is printed a different, common idiomatic expression.  The green set contains the literal meanings of each of the expresssions on the blue cards.  The students will work in their groups to match, side-by-side, the idioms to the literal meanings.  The task can be enhanced in a number of ways. For example:

a) students can be asked to choose two (or more) idiomatic expressions and create dialogues in which those expressions are appropriately used; these could be performed before the class

b) after a couple of rounds of mix and match, the teacher might take back the card sets containing the literal meanings and then instruct the students to shuffle and then lay out the idiom cards and recall from memory the literal meanings.

c) after a couple of rounds of this, the teacher might take up the idiom cards and return the literal meaning cards, instructing the students now to recall from memory the idiomatic expressions.

Leslie Grimmer **People Scavenger Hunt**

This is a great tool to use at the beginning of your course/school year to help students interact with one another and determine similarities they may share.  Before the class, the teacher prepares a list of generic questions with a space for the student's signature next to each. (Example statements: I have been to the state of Florida. / My favorite ice cream flavor is chocolate., etc.) Before beginning this activity, explain to the students that they will be given a list of questions and they have to be up from their desks mingling with their classmates to find a person who can say they have done the particular activity, has that interest, etc. on the piece of paper.  It is vital that the teacher explains each person may sign another person's sheet only once and may sign their own once.  Once they

|  |  |
| --- | --- |
| 1. I enjoy watching college football. | 1. |
| 2. I went to the beach in July. | 2. |
| 3. I didn’t grow up in Alabama. | 3. |
| 4. I speak another language other than English. | 4. |
| 5. I have taught ESL/EFL abroad. | 5. |
| 6. I am married with kid(s). | 6. |
| 7. I have lived outside of the United States. | 7. |
| 8. I have no interest in sports. | 8. |

have gotten a signature for each, then they may have a seat. You may also choose to use this activity to use with content material.  Find a person who can tell you about imaginary numbers.  Find someone who can explain the features of SIOP to you.

Vickie Selles

**Three-step interview**

**Rationale:**

This technique has students interacting in pairs, small groups, and whole class interaction. It also has students using all four language domains: listening, speaking, reading, and writing. Though somewhat time consuming, it could probably be modified to fit into a shorter slot. As it is, it would be a good way to extend instruction to higher cognitive levels and allow students to make important connections between concepts they have learned and their own realities. It could also be used as a topic development exercise for a written response done by each student individually.

**Three-step interview**

This structured interview activity begins with students forming pairs. This can be done directly by the teacher, or it can be done by giving half the class index cards with a question from unit material and the other half index cards with the answers. The pairs of student will find each other. Once they are in their pairs, the teacher gives them an interview topic which relates to the unit theme and allows for differing opinions. (e.g. Which character is most responsible for the tragedy of Romeo and Juliet?) First, one partner interviews the other, asking questions to elicit a fully elaborated response, with the questions either given directly by the teacher or the process modeled for the class beforehand. Second, the pairs reverse roles, recording both partners’ responses on a graphic organizer. Third, several of the pairs (depending on class size, the groups can range from six to twelve) form a group and do a Round Robin to share their opinions, but with each student speaking on behalf of his or her partner. Finally, a representative from each large group can come up to the front and write the results of their group’s discussion on a chart the teacher has created on the board or on butcher paper.

Adapted from D. Short (1992) “Group work.” In B. Bowman, M.J. Larson, D. Short, H. McKay, & L. Valdez-Pierce, *Teaching English as a foreign language to large, multilevel classes*. Washington, D.C.: U.S. Peace Corps, which was adapted for use in *Using the SIOP Model*. 2002. Center for Applied Linguistics

Darcie Bouvier

**Where Do You Stand?**

In this IPOT, the students would line up according to their beliefs after reading the two quotes presented. They would line up on a scale of 1 to 10, after being given directions as to where the line started and ended. Their place in the line would represent the identification they feel with one, both, or neither of the quotes. This activity would lead to a discussion of the theme of choices. A modification might include positioning the students in opposite corners of the room under corners of the room or under tag board motif ideas under which they could elaborate as a group. The following page is an example of what the students’ directions would look/sound like.

**NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

DIRECTIONS: Read the following quotes, then re-read them. Take the time to understand what each one is saying:

1. “**E**verything is determined, the beginning as well as the end, by forces over which we have no control.” -Albert Einstein

2. “With every experience, you alone are painting your own canvas, thought by thought, choice by choice.” -Oprah Winfrey

**Now:** Line, upaccording to your beliefs about the quotes. On a scale of 1-10, 1 being an absolute belief in the 1st quote by Albert Einstein, and 10 being an absolute belief about the 2nd quote by Oprah Winfrey, where do you stand, *literally*? Do you agree with what Einstein is saying or Oprah?